DOCUMENT RESUME

ED 154 423 CS 204 159

TITLE Literature, Literary Values, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," March through December 1977 (Vol. 37 No. 9 through Vol. 38 No. 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 78

NOTE 17p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.

DESCRIPTORS Annotated Bibliographies; *Childrens Literature; Disadvantaged Youth; *Doctoral Theses; Educational Research; Elementary Secondary Education; English Curriculum; *English Instruction; Ethnic Studies; Females; Fiction; Film Study; Higher Education; *Literature Appreciation; *Literature Programs; Minority Groups; Response Mode; *Teaching Techniques; United States History; Values

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: models for college courses dealing with films and literature and with women in literature; the effects of selected variables on children's and adults' responses to literature; the portrayal of the aging, the American Indian, city life, black people, and women in children's fiction; methods for teaching inner city eighth graders about literature and for teaching college students about Renaissance poetry and paradox in literature; the inclusion of the study of myths and fairy tales in school curricula; introductory literature courses in selected black colleges; the development of a senior high school literature program based on the study of cultural pluralism; religious child-oriented literature in colonial New England; children's recreational reading book choices; research in literary response and teaching; an instrument for the analysis of literature teaching in the secondary school; and a comparison of values found in children's books with those held by adults. (GW)

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Literature, Literary Values, and the Teaching of Literature:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, March through December 1977 (Vol. 37 No. 9 through Vol. 38 No. 6)

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THE CHINESE BANDIT NOVEL AND THE AMERICAN GANGSTER FILM: A THEORETICAL MODEL FOR CROSS-CULTURAL AND INTERDISCIPLINARY TEACHING

BARTELL, Shirley Miller, Ed.D.
Florida Atlantic University, 1976

The problem of this study was to provide a theoretical model for crosscultural and interdisciplinary teaching in the humanities to help lead students toward a greater understanding and appreciation of cultures different from their own and to help lessen potential conflicts based upon such differences. Intended for teachers of community college students, the theoretical model might be useful in teaching in four-year institutions. It was designed to allow students to examine together the content from several disciplines in the humanities in terms of being representative of differing cultures. The pilot model for the theoretical model was a comparative study of the Chinese bandit novel and the American gangster film, chosen as representing two extremes in cultural polarity and found to share a number of parallels. It was assumed that if these two very unlike cultures produced art forms sharing this number of similarities, it should be possible to find similarities between the culture elements of cultures generally considered less different from one another than these two. The method of developing instructional procedures and techniques in utilizing the theoretical model was demonstrated by use of the content of other disciplines chosen to represent other cultures. It was concluded that the theoretical model can be applied in teaching in the humanities. It is hoped that more studies of this kind can help in resolving potential cultural conflicts.

Order No. 77-5231, 115 pages.

THE EFFECT OF THE SEX OF THE MAIN CHARACTER IN SELECTED MYSTERY, HUMOR AND ADVENTURE STORIES ON THE INTEREST AND COMPREHENSION OF FIFTH GRADE CHILDREN

BLEAKLEY, Mary Ellen, Ph.D.
University of Colorado at Boulder, 1977

Director: Professor Virginia Westerberg

The purpose of this study was to examine the effect of the sex of the main character or characters in selected short stories on the interest and comprehension of fifth grade children. Also considered were the factors of sex of the reader, achievement level of the reader, story type and story within type of story.

Three adventure, three mystery and three humor stories were selected from available periodicals for children published from 1969 to 1973. All stories as originally written had a male main character or characters. Adapted versions were written to contain a female main character or characters. An interest measure was constructed for use with all stories as well as a multiple choice and cloze comprehension measure for each story.

The sample consisted of 540 fifth grade children from two school districts in Colorado. Reading achievement scores from tests administered by the school districts were obtained. Achievement level and sex of the reader were considered in randomly assigning subjects to materials. Each subject read one story and responded to corresponding interest and comprehension measures.

The study utilized a balanced factorial design. The main effects were sex of the reader (two levels--male, female), achievement level of the reader (three levels--low, middle, high), sex of the main character or characters (two levels--male, female), story type (three levels--adventure, mystery, humor), and story (three levels nested within story type). All factors except story were treated as fixed effects. The analysis was performed separately for each of the three dependent variables: (1) Interest, (2) comprehension on the multiple choice measure, and (3) comprehension on the cloze measure.

Results showed a significant sex of the reader by sex of the main character interaction on the interest measure with boys preferring stories with male main characters and girls stories with female main characters. The influence of story character sex upon interest was greater in the case of boys than girls.

Of the three story types examined, mystery stories were most interesting to children, followed by adventure and humor stories.

Comprehension of girls as measured by the multiple choice measure was significantly higher than that of boys. Significant differences also were found for achievement levels: Subjects in the highest achievement group received the highest scores, those in the lowest group received the lowest scores.

Characteristics of individual stories had different effects on boys and girls.

Comprehension of girls as determined by the cloze measure was significantly higher than that of boys. Significant differences also were found for achievement levels: Subjects in the highest achievement group received the highest scores and those in the lowest group received the lowest scores. A significant sex of the reader by achievement level of the reader interaction indicated that differences between the scores of boys and girls were greatest at the lowest achievement level and least at the highest achievement level.

Order No. 77-24,188, 299 pages.

THE AGING AS PORTRAYED IN REALISTIC FICTION FOR CHILDREN 1945-1975

BLUE, Gladys Faye, Ph.D.
The University of Akron, 1977

Major Adviser: Dr. Judith A. Noble

The Problem

The purpose of this study was to analyze how the aging have been portrayed in children's contemporary realistic fiction books published in the United States during the period 1945-1975. All books included in the study were designated as suitable for or of interest to children between three and twelve years of age.

The major questions which this study sought to answer were: 1. How are the aging portrayed in children's contemporary realistic fiction? 2. Do these portrayals seem to support the contentions that our society's attitude toward the aging is predominantly one of negativism and that our conceptions of the aging are stereotypic? 3. Or does the contemporary literature for children seem to indicate a general humanistic concern for understanding the aging as individuals in diverse styles of life and circumstances?

Procedures

The sample for this study was comprised of 125 realistic fiction trade books, including picture books, published in the United States in the period 1945-1975. All books were recommended as being of interest to children three to twelve years of age. From a master book list of realistic fiction books known to contain at least one aging character, a random sample of 125 books was selected.

The technique of content assessment was employed in analysis of the books. Eight major categories were utilized: demographic portrayals; physical characteristics; state of health; personality traits; activities; situational aspects of choice, dependency, and change; conveyance of the concept of aging or old; and relationships and patterns of social interaction.

Each book was read in entirety, and all passages referring to the eight major categories were recorded. These passages provided the basis for delineation of subcategories. Illustrations were also considered in categorization.

Conclusions

Major conclusions regarding the portrayal of the aging in the books analyzed were: 1. The findings indicated that character development was generally multidimensional. As a whole, the books presented the aging in situations which were judged to be both quite accurate and adequate depictions from the standpoint of realistic presentation. The literature seemed to suggest both the needs and assets of aging persons. It was concluded that the portrayals were without serious distortions or gross exaggerations of reality. 2. On the basis of the evidence presented in the study, the question "Do these portrayals seem to support the contentions that our society's attitude toward the aging is predominantly one of negativism and that

our conceptions of the aging are stereotypic?" was answered "no." The portrayals were not considered disparaging, derogatory, or otherwise generally negative. Characterization of the aging were not viewed as stereotypic, since many diversive styles of life and varying types of behavior were portrayed throughout. Conceptions of the aging as presented in the books were not fixed or standardized. 3. The question "Or does the contemporary literature for children seem to indicate a general humanistic concern for understanding the aging as individuals in diverse styles of life and circumstances?" was answered in the affirmative. Great diversity of characterization was found in the portrayals of the aging. Taken as a whole, the findings were felt to be indicative of concern for understanding the aging as individuals experiencing somewhat different life situations and responding accordingly.

It was noted that the lack of negative or stereotyped portrayals of the aging found in the present analysis is consistent with the general findings reported by Seltzer and Atchley (1971), Peterson and Karnes (1976), and Robin (1976), but the present study does not support the conclusions of Ansello (1976).

Order No. 77-23,440, 296 pages.

POPULAR FICTION AND THE CREATION OF A COLD WAR CONSENSUS, 1943-1952

BLUMOFF, Theodore Yale, Ph.D.
Saint Louis University, 1976

This dissertation is a study of the relationship between politics and popular culture which uses, as a test case, the first eight years of the Cold War and the last two years of World War II. Six key themes (or variables) were extracted from the major speeches of America's leading foreign policy spokesmen. From these themes it was possible to determine the nature of the behavioral relationship, both verbal and physical, between America and her post-World War II adversaries. These themes were defined in such a way that the nature of these behavioral relationships might apply to adversaries in a novel. By using content analysis it was possible to determine whether the originally political themes occurred with greater frequency than one might expect in the popular fiction of 1943-1952. (A control population of fiction from the year 1935 made it possible to determine expectations.) Of the six key variables; self-determination, containment-confrontation, loyalty-security, appeasement-aversion, accommodation-adjustment, and irrational-adversary; only the last mentioned failed to have any literary correlate.

This study has sought the answer to four major questions. 1. Does the writer anticipate political themes? By and large the answer to this question is no, but that answer requires qualification. There is some evidence to suggest that the writers of the late forties and early fifties anticipated both the rise and decline (via institutionalization) of the loyalty theme. See Chapter Three, part III, and Five, part III. 2. Is there a correlation between political themes and the themes in the popular fiction which follows? There is overwhelming statistical data that indicates that popular writers borrow from the contemporary political rhetoric. 3. How did the writer affect his audience? For the most part the writer reinforced already existing public beliefs. There is evidence to suggest that the writer helped in the conversion of public beliefs on loyalty. See Chapter Three, part III. 4. If the writer did help to create a consensus on foreign policy, how did the politicians acknowledge it? It was acknowledged vividly in the election of 1952. See Chapter Five.

In sum the labor of this study revealed that the relationship between politics and one aspect of popular culture - popular fiction - is perhaps closer than one has reason to suspect. Through relatively objective techniques it has been demonstrated that popular culture tends to reinforce the values deemed most important by the nation's political leaders.

Order No. 77-12,080, 268 pages.

A THREE HOUR CREDIT COURSE IN WOMEN IN LITERATURE: TOWARD A PROTOTYPE

CALLIN, Diane Tomcheff, Ph.D.
University of Illinois at Urbana-Champaign, 1976

Problem: Instructional programs dealing with women's studies are becoming widespread. While recent studies have provided overall guidelines for such programs especially in rationale, no one has investigated in depth the curricular innovations for the most prolific of the women's studies program, Women in Literature. Instructors in community colleges have become aware of the need to develop an academically sound prototype, since none now exists, for a three-hour credit course, Women in Literature.

Objective: The objective of this study is to develop a prototype for a three-hour credit course entitled Women in Literature which can be taught in the public community colleges of the State of Illinois. The prototype covers the following eight areas: (A) Definition; (B) Materials: Required Texts and Related-Readings; (C) Objectives; (D) Instructional Methods; (E) Learning Experiences; (F) Evaluation Procedures; (G) Student Population; (H) Qualifications of Instructor.

Procedures: The prototype was developed by the researcher from the data gathered in the review of the literature, from the interview with G. Robert Darnes, and from the 83 various course syllabi and materials of two and four year institutions nationally as well as specifically from nine public community colleges in the State of Illinois. The data was summarized, commonalities cited, and major trends noted. Based on this information gathering technique, items for the prototype emerged and were classified into the eight aforementioned categories. A panel of researcher-picked experts then assessed the prototype via an essay questionnaire covering ten areas.

Results: A document was produced outlining a prototype of a three-hour credit course, Women in Literature, which should be found in the public community colleges of the State of Illinois. This prototype will be available to individual colleges as they plan, modify, or expand their own course.

Order No. 77-8949, 162 pages.

THE EFFECTS OF THE JUNIOR GREAT BOOKS PROGRAM AT THE INTERMEDIATE GRADE LEVEL (4-5-6) ON TWO INTELLECTUAL OPERATIONS, VERBAL MEANING AND REASONING ABILITY

CASHMAN, Richard Kent, Ed.D.
Boston College, 1977

The Problem

Based upon the lack of quality and planned literature programs at the elementary level, the aim of the study was to develop a purposefully planned literature program in reading for intermediate grade pupils (4-5-6) that will aid in the improvement of thinking ability (reasoning) and the expansion of vocabulary development (verbal meaning). The Junior Great Books Program was selected with this purpose in mind.

Null Hypotheses

1. Resulting from participation, no significant difference exists between the experimental and control groups in the Junior Great Books Program in verbal meaning and reasoning skills as measured by the Primary Mental Abilities Test. 2. Using Random Assignment, no significant correlation is to be found between intelligence and subsequent performance in the Junior Great Books Program. 3. Controlling for intelligence, no subsequent difference exists between the sexes and subsequent performance in the Junior Great Books Program.

Methodology

The basic design of the study, employed the assignment of two random groups at the 4-5-6 grade levels. These groups were of approximately equal age and ability. The experimental group of children took part in the Program for a period of five months; the others as a control group, continued five months of the school year, having no contact with the Program. The instrumentation entailed a battery of four sub-tests which looked at two of the five sections of the Primary Mental Abilities Test. These sub-tests were employed to measure verbal meaning and reasoning skills.

Results

1. The first null hypothesis was rejected, as participation in the Junior Great Books Program resulted in a difference, significant at the five per cent level of confidence for meaning and reasoning sub-tests which favored the experimental group. A significant difference at the one per cent level of confidence was found for Total Post-Test scores, again favoring the experimental group. 2. The second null hypothesis was rejected, as a moderately high positive correlation (.056) was found between intelligence and subsequent performance in the Program. The coefficient was significant at less than the one per cent level of confidence. 3. After controlling for the effects of I.Q. and pre-test performance, the third null hypothesis was rejected, and there is a differential effect by sex, favoring the girls, which was significant at the five per cent level of confidence.

Conclusions

The study suggested that: 1. Reading in the middle grades should have as one of its major components a planned, purposeful study of the world's greatest literature. Essentially, the rationale for this is that literature fosters divergent thinking and also expands vocabulary development, and because of these two factors rational thinking will be strengthened. The author feels that there must be a place for literature in the elementary school curriculum so that it is no longer a "frill" but is drawn into the main core of essential context to be taught. The Junior Great Books Program provides for this essential ingredient. 2. The Junior Great Books Program is a valuable program of enrichment for the average to above average child and should not be limited to the academically talented. 3. The Junior Great Books Program will aid in the improvement of thinking abilities (reasoning) and the expansion of vocabulary development (verbal meaning). Order No. 77-19,933, 131 pages.

THE PORTRAIT OF AMERICAN INDIANS IN CHILDREN'S FICTIONAL LITERATURE

CATA, Juanita Opal, Ph.D.
The University of New Mexico, 1977

The purpose of this study was to analyze the portrayal of American Indian characters found in children's fictional literature. It sought to determine the kinds of characteristics most commonly attributed to American Indians in children's stories; whether or not misinformation was present; whether or not stereotypes were used; and whether or not there were any changes in characterizations related to time periods. Differences in portrayals by Indian and non-Indian authors and by experienced and less experienced authors were also investigated.

Five hundred and four American Indian characters from 401 children's fictional stories published between the years 1900 and 1972 were analyzed using the technique of content analysis.

Findings were recorded using thirty-five descriptive variables and ninety verbal stereotypes. The variables included author and bibliographical information, role in the story, information, regarding locale, physical traits, status, factors related to the material culture, attitudes toward nature and animals, attitudes toward people, approval or disapproval by others, goals, the use of language, items of misinformation, and tribal affiliations.

The investigation revealed that the portrayal of American Indian characters in children's fictional literature followed certain definable trends. The majority of characters were placed in a traditional setting during an unknown time period; played a major role in the story; did not have a specified role type; lived in wigwams prior to the establishment of reservations; were male, school age children; wore traditional clothing; ate traditional foods; approved of family members and peers; disapproved of non-Indians; were perceived favorably by their families and/or peers; and had a goal of achievement. Many characters were not described at all in terms of their physical features, occupations, status, handicrafts, ceremonials, recreational activities, property ownership, means of transportation, attitudes toward nature, and attitudes toward animals. Of those that were described, the majority had brown skin and black hair, were hunters, danced, rode horse back, owned bows and arrows, viewed nature as part of their religion, and perceived of animals as being necessary for providing food and clothing. The descriptions of 115 characters contained some type of obvious misinformation. Among the most common descriptive stereotypes used were intelligent, alert, loyal to family, kind, superstitious, and traditional.

Ethnicity of the author and author familiarity with Indian culture were shown to have an effect on how Indian characters were portrayed. Differences in character portrayals were also noted according to the period of time in which the stories were written.

It was the researcher's conclusion that most writers of children's fictional literature need to provide a more accurate portrayal of their American Indian characters. There is also a need for more children's books to be authored by Indian people. Order No. 77-27,164, 220 pages.

HOW ADOLESCENTS' AFFECTIVE RESPONSES TO FOUR SHORT STORIES RELATE TO THE FACTORS OF AGE, SEX AND INTELLIGENCE

CHASSER, Cheryl Chatfield, Ph.D.
The University of Connecticut, 1977

Researchers and scholars have long recognized the importance of the affective nature of literary response. If students are to benefit from literature, that is, if it is to help them gain some insight into a changing world, they need opportunities to explore their personal responses to the crafted word. However, teachers often ignore students' feelings and concentrate instead on analytical skills. This tendency to disregard the value of the student's personal involvement with literature is understandable since there is little information on which to structure discussion and assessment.

This study proposed such a structure for affective response. The purpose of the study was twofold: to determine the nature of students' personal involvement with and response to literature and to measure the relationship of these involvements and responses to the factors of age, sex and intelligence.

The study sampled fifty adolescents from each of the grades seven, nine and twelve in a typical and middle-class industrial town. The procedure entailed the analysis of students' written responses to short stories. The stories revolved around the theme of growing up. After reading each story, students were asked to write a letter essay in response to the story. The essays were analyzed according to the types and levels of responses. Four types of response, judgment, sympathy, empathy and identification, and the four levels of involvement, ranging from little to great personal participation, were predetermined in a pilot study. The statistical use of chi-square correlated the types of levels of affective response to age, sex and intelligence.

The results of the study were as follows: 1. All of the categories, except sympathy, proved that the three grades responded similarly despite the category. The results of the sympathy category were similar for grades nine and twelve, but significantly different at the .05 level of significance for grade seven. 2. A comparison of the levels of involvement verified that at the .05 level of significance no one grade was more or less involved in the short stories than any other grade. 3. There was a significant difference at the .05 level of significance in the responses of the two sexes. Male adolescents in their middle teenage years expressed significantly less feelings for the characters. 4. The effect of intelligence, indicated by I.Q. scores, on response was not significant at the .05 level of significance except for a slight, almost unmeasurable difference in the low and high I.Q. students. This slight deviation might be related to the nature of the experiment stressing verbal proficiency.

The findings seemed to warrant the following recommendations: 1. The use of the affective categories derived in this study as a guide in discussing and evaluating students' reactions to literature. 2. Focusing on student involvement in the classroom to encourage more sympathetic and empathetic responses among students. 3. The applicability of the analytical approach in analyzing students' affective responses to literature. 4. The encouragement of students' verbal expression of feelings, especially with lower ability students. 5. Creating individual reading and writing programs to meet the different needs of the male and female students.

Order No. 77-16,701, 166 pages.

A COMPARISON OF AN INDIVIDUALIZED READING APPROACH TO LITERATURE WITH A DIRECTED READING ACTIVITY APPROACH WITH EIGHTH GRADE INNER-CITY PUPILS ON SELECTED READING RELATED FACTORS

CIAMPOLI, Anthony Ralph, Ed.D.
Temple University, 1977

The purpose of this study was to compare an Individualized Reading approach with a Directed Reading Activity approach as measured in terms of reading comprehension, vocabulary, attitude towards reading, number of books read voluntarily outside of class, and attendance. The sample consisted of 119 eighth grade Black students attending a junior high school located in an area of Philadelphia in which approximately half the students attending the school come from low income families--thus qualifying the school to receive funds provided under Title 1. The students were randomly assigned to the experimenter's four English classes. Statistical analysis revealed no significant differences between treatment groups or classes within treatment in mean pretest scores.

During the seven month treatment period which lasted 43 minutes a day, four days a week from November 1, 1975 to May 31, 1976, two classes were taught using Individualized Reading and the other two were taught using Directed Reading Activity. In the Individualized Reading approach each student (a) chose a book to read from over 800 books arranged according to grade level; (b) read at his own pace; and (c) discussed the reading with the teacher or in small groups. In the Directed Reading Activity approach all students read a short story in common and, prior to the reading, the teacher (a) discussed vocabulary and developed new concepts; (b) stimulated interest by relating content to students' background of experiences; (c) provided purpose setting questions. After the reading the teacher led students in purposeful rereading, evaluation, and follow-up.

Comprehension and vocabulary were measured with the California Achievement Test 1970 Edition Level 4 Form B Sub-Tests Reading Comprehension and Reading Vocabulary. Comprehension was further measured with use of the cloze procedure. Two cloze literary passages written at the fifth (Cloze 5) and eighth (Cloze 8) grade levels were used. Attitude towards reading was assessed with use of the Estes Attitude Scale.

It was hypothesized there would be no significant difference between the two treatment groups in mean pre-to-post scores in measures of vocabulary, comprehension CAT'70, Cloze 5, Cloze 8, and attitude towards reading. In addition it was hypothesized there would be no significant difference between the groups in the post-only variables of number of books read outside of class and attendance.

In testing the pre-to-post hypotheses a 2 (treatment) x 2 (ability) x 2 (classes) x 2 (tests) analysis of variance with repeated measures on the last factor was employed while for the post-only hypotheses a 3 way analysis of variance was employed as above but with tests being eliminated. Students were designated high or low ability on the basis of CAT'70 Total Reading pretest performance. The .05 alpha level was employed for all statistical tests.

Significant differences were found between the treatment groups in favor of the Individualized Reading group in pre-to-posttest scores in comprehension CAT'70 ($p < .003$), Cloze 8 ($p < .05$), and mean number of books read outside of class ($p < .001$). No significant difference between treatment groups was found in pre-to-posttest scores in vocabulary, Cloze 5, or attendance. The analyses revealed for all variables, no significant difference between groups in the interaction of treatment with ability.

Although both treatment groups made significant pre-to-post gains on all the pre-to-post variables, it was concluded that Individualized Reading is significantly more effective than Directed Reading Activity in improving the reading comprehension of students and stimulating voluntary outside of class reading, while both approaches are equally effective in improving students' reading vocabulary, attitude towards reading, and attendance. Order No. 77-21,758, 192 pages.

MYTHS AND FAIRY TALES IN SCHOOL CURRICULA

CLARK, Kenneth Raymond, Jr., Ed.D.
Texas Tech University, 1977

Chairman: Dr. Berlie J. Fallon

The purpose of this study is to articulate some of the reasons for including myths and fairy tales in regular school curricula. The problem is to show that myths and fairy tales are valid ways of apprehending, organizing and transmitting truth. One of the central presuppositions of this study is that science is but one of man's ways of dealing with truth despite the fact that our technological age tends to elevate science above all other ways. The work of Ernst Cassirer is cited to show that there are at least five major symbolic forms, or ways of confronting reality which have commonly been used by man. Cassirer says that art, history, science, language and myth are all valid symbolic forms. It is from this philosophical perspective, then, that the remainder of the study focuses on the role of myth in learning. Because fairy tales are mythic forms for children, they are included in the study.

Myth is defined, following Bronislaw Malinowski, as an "indispensable story." Myth is said to be truth as opposed to fiction. Fairy tales, following Bruno Bettelheim, are defined as "love gifts to children." Fairy tales are held to be emotionally good for children. A psychoanalytic rationale for the value of violence in myths and fairy tales is also included. Traditional interpretations of myths and fairy tales are reviewed as well as the important nineteenth century work of Max Muller and Andrew Lang. A brief comment is made on the importance of myths and fairy tales in psychoanalytical theory.

Drawing on the work of Paulo de Carvalho-Neto, the claim is made that myths and fairy tales are important in the formation of character as well as in transmitting information about a culture. Richard M. Jones has said that a sense of community is vital in any creative learning process. C. G. Jung has said that fairy tales are one way in which the unconscious breaks into consciousness. When this is linked with his idea of the collective unconscious, one profound conclusion is that myths and fairy tales can be a way of forming community among students by making them aware of their common unconscious. The insights of Jones and Jung are combined in a formula for creative learning. Examples to validate this formula are offered.

The study concludes with suggestions for direct application of myths and fairy tales in regular classroom settings. Two appendices are offered which show how this can be done within the confines of a standard public school curriculum guide. These appendices also show how traditional interpretations of myths and fairy tales, discussed earlier in the study, can be applied to the classroom situation.

Conclusions and recommendations focus on the need to disseminate knowledge of the value of myths and fairy tales to classroom teachers. Order No. 77-25,503, 102 pages.

AN ANALYSIS OF THE MULTIETHNIC CHARACTER OF INTRODUCTORY LITERATURE COURSES IN SELECTED BLACK COLLEGES

COBB, Thelma M., Ed.D.
University of Houston, 1976

The major purpose of the study was to analyze the multiethnic character of introductory literature courses in selected black colleges and to assess the impact of selected correlates concerning faculty and institutional characteristics associated with the multiethnic character of the course. The conceptualization of multiethnic character used in the study was whether course objectives and content reflected the ethnic input of the literatures of Afro Americans, American Indians, Mexican Americans, Asian Americans, and other minorities. Faculty characteristics examined were ethnicity, recency of degree, involvement in multiethnic activities, and participation in special training programs. Institutional characteristics examined were enrollment and method of control.

Procedures

Data for the study were obtained about introductory literature courses in the English departments of 51 of the 86 historically black four year colleges. In order to obtain information about the courses, it was deemed necessary to sample the faculty teaching the course. Individuals designated by department chairmen as coordinators of the introductory literature component completed and returned a mail questionnaire specially designed for the study, together with a copy of the course outline. The questionnaire was validated by a panel of judges from the areas of literature and multicultural education, and from black colleges. It was field tested at an institution not included in the study.

Data used in the study were analyzed using both descriptive and hypothesis testing methodologies. To assess multiethnic character, a course multiethnicity scale was developed from questionnaire items specifically related to course objectives and content. Because the multiethnic character of the course was the main concern of the study, hypotheses generated from the major research questions concerning course, faculty, and institutional characteristics were tested against the scale. A 2 x 2 chi square analysis with a conservative .05 level of significance was used. Other data in the analysis were reported in percentages and percentage differences.

Findings and Conclusions

It was hypothesized that the multiethnic character of the majority of the introductory literature courses in selected black colleges would be multiethnic and that selected characteristics related to the faculty and the institution would have an impact on the multiethnic character of the courses. An analysis of empirical and documentary data described in the study revealed the following: 1. When the course multiethnicity scale was applied to the critical elements of the course defined in the study, courses rated high on the scale included ethnic emphasis in course objectives and included the literatures of three or more ethnic groups in the course content. When data on course characteristics were examined in the aggregate, 65 percent of the courses examined rated high in multiethnic character. Thus, the hypothesis that the majority of introductory courses in selected black colleges would be multiethnic was sustained. 2. Hypotheses related to the impact of faculty characteristics on the multiethnic character of the course were only partially supported at the desired level of significance. The relationship of faculty ethnicity to the multiethnic character of the course was found to be statistically significant. Three additional hypotheses that addressed the relationship of recency of degree, involved in multiethnic activities, and participation in special training programs failed to obtain significant chi square values, but an analysis of data by frequencies and percentages clearly indicated a trend in the direction of the hypotheses. 3. Hypotheses related to institutional characteristics of enrollment and control were not found to be statistically significant, but a trend in the direction of the expected results was indicated, especially among small private colleges where a high course multiethnicity was discernible.

The general conclusion warranted by the findings of the study was that the multiethnic character of the courses studied was clearly established. Of the correlates examined concerning faculty and institutional characteristics, only faculty ethnicity was significantly related to the multiethnic character of the course. The impact of other correlates was not fully determined, though trends were discernible in the direction of the hypotheses.

Recommendations

The recommendations below are offered as suggestions for the extension of this investigation and for inquiries into related areas. 1. That a study be made to compare and contrast the multiethnic character of introductory literature courses in black and non black institutions 2. That a study be conducted to determine the impact of instructional strategies on the multiethnic character of introductory literature courses 3. That a study be conducted in selected colleges to determine the impact of faculty and student attitudes toward multiethnic inclusions on the content of introductory literature courses 4. That a case study be made of the multiethnic character of introductory literature courses at a black college where a high degree of ethnic diversity exists among the faculty and student body 5. That a study be made to determine the multiethnic character of literature offerings in the English curriculum in black colleges 6. That a study be made of textbooks most frequently used in introductory literature courses to determine which writers among the ethnic groups included in this study appear most frequently in the anthologies 7. That a study be conducted that would provide a profile of the multiethnic character of the historically black college 8. That a study be made to assess the influence of forces like the Civil Rights Movement and ethnic organizations on the multiethnic character of introductory literature courses 9. That a study be conducted to determine the impact of ethnic-cultural activities sponsored by colleges on the multiethnic character of introductory literature courses.

The findings of this study did not satisfy all of the research expectations. Yet, the results that did obtain fully justified the investigation. Inquiry into a relatively unexplored area of multiethnic studies in higher education has been initiated, and research in this area should be extended.

Order No. 77-13,960, 169 pages.

CULTURAL PLURALISM: TOWARD THE DEVELOPMENT OF A LITERATURE PROGRAM FOR GRADES 10–12

D'ANGIOLINI, Anemone Irene, Ed.D.
Temple University, 1977

This study attempted to provide an orientation to cultural pluralism as a basis for program development in literature, grades 10 – 12. This was accomplished by describing: (1) an orientation to cultural pluralism, (2) an orientation to the novel within the context of cultural pluralism, and (3) selected perspectives of Jerome S. Bruner. Based upon the foregoing, broad statements to guide the selection of content were developed and examples of their application to one unit of a literature program were provided.

Following are the three broad statements derived from the orientations to cultural pluralism, the novel, and Bruner: (1) Selection of literature content should be based on metaphoric and imaginative thought expressed in literary language, embodied in the novel. (Cognitive insight into cultural pluralism can be discovered vicariously through the metaphor which connects disparate human situations and images to show abstract ideas through comparison and contrast.) (2) The content of a literature program based on cultural pluralism should include models of living, which illustrate cultural differences and reveal options essential to intentional personal and social choices of life styles, visualized in the novel. (Models of living revealed in the novel contribute to the recognition of the importance of all diversified cultural groups to the unified national culture in open terms so that individuals can work toward the solution of social conflicts.) (3) Within a discipline such as literature, relationships among basic ideas are shown through comparison and contrast. (Comparison and contrast aid in the development of an awareness of the authenticity of ideas.) Order No. 77-13,501, 105 pages.

LITERATURE AND FILM: AN INTERDISCIPLINARY COURSE FOR COLLEGE UNDERGRADUATES

DAYTON, Joyce Arlene, D.A.
State University of New York at Albany, 1976

This dissertation develops an introductory course in film and literature for freshman and sophomore college students. The course pursues an interdisciplinary approach to film and literature, bringing the two media together through the common bond of story telling. Such an approach proves fruitful because it not only reveals the unique characteristics of each medium but also provides for a rewarding mutual exchange of ideas.

The dissertation consists of two main divisions: Part I, "Introduction to Film and Literature"; Part II, "Films For Study." Part One (Chapters 1 – 4) discusses a variety of theoretical issues in an effort to identify the inherent characteristics of film and literature and thus to discover how each medium creates. Chapters One and Two examine elements unique to film, define film reality, and illustrate how film's photographic

capability and the issue of film reality relate to the definition of the "cinematic." Chapter Three explores basic differences between the two media, and Chapter Four discusses the process of adaptation, focusing on those characteristics which make a literary work translatable into film.

Part Two (Chapters 5 – 9) applies the theories discussed in Part One by examining four works and then developing lesson plans for the instruction of these works: The Maltese Falcon (Dashiell Hammett; John Huston), Cléo de 5 à 7 (Agnes Varda), In Cold Blood (Truman Capote; Richard Brooks), and Long Day's Journey into Night (Eugene O'Neill; Sidney Lumet). The lesson plans are designed primarily to promote maximum student participation. The students will not only read novels and plays and see films but also experiment in adapting these three forms. Although they are written as instructions to the prospective professor, these lesson plans are intended as guidelines and are meant to be used in a flexible manner.

The concluding sections of the dissertation offer suggestions for evaluating student performance, supply basic budget information, and provide relevant bibliographic material.

Order No. 77-8627, 291 pages.

IMAGES OF CITY LIFE AS DEPICTED IN CONTEMPORARY REALISTIC FICTION FOR CHILDREN, AGES EIGHT TO TWELVE

DELLA ROCCA ORIENTE, Louisa Anne, Ed.D.
Columbia University Teachers College, 1976

Sponsor: Professor Arthur W. Foshay

The purpose of this study was to describe and analyze the portrayal of city life depicted in contemporary, realistic literature for children, ages eight to twelve, and to look at the inconsistencies in the presentation of the images, from the perspective of contemporary, authoritative writers about the city, and a schema of book analysis developed by the investigator.

Books provide an opportunity for children to explore, to experience, and to identify with people, ideas, and varied congeries in the environment. Characterization, description, and interpretation of life in books, therefore, develop certain attitudes that affect their behavior and socialization.

In order to determine what has been said and what needs have not been met by contemporary literature about the city, the investigator studied realistic fiction for children written between 1945 and 1973. Sixty-three books were selected out of approximately 500, on the basis of recommendations by three or more of the reviewing media. A schema incorporating the dynamics of the city, evidenced by the exchange among people interacting in an urban setting, was applied to the sixty-three books written in an urban setting.

Each story was read with careful attention, and each item related to the major and subsidiary categories in the schema was noted and recorded on a form for analysis. Objects and events in both discourse and narrative were recorded on a form used to describe the dynamics of the city.

All the material was sorted and classified into nineteen separate categories, and the results were presented in appropriate tables and figures. Then the data were reviewed for each section of the schema, and suitable passages were selected and their subject matter carefully evaluated.

A summary of the findings revealed: 1. The image of city life tends to be static, stilted, unrealistic, and inflexible. 2. Ethnic diversity is almost always indicated through food and language, with the exclusion of other aspects of culture. Furthermore, certain ethnicities are tempered with certain biased patterns of expression. Minority groups are depicted as "them" and not as "one of us." 3. The image of city children is mainly that of individuals belonging to a low socio-economic level, whose environment and social experiences are narrowly defined. 4. The language of the city is one of polarity--a polarity of neighborhood, people, industry, and socialization. 5. The favorite playground of city children is a dirty street, and the image of street play is one of heterogeneity of play and ages. 6. City dwellings, for the most part, are depicted as old, drab, and in decline. The working population of the city is mostly blue-collar. 7. The image of the metropolitan community, as seen through the impact of certain governmental services, is one of political amorphousness, without structure or unity. 8. The image of city children is stereotyped in its emphasis on the male as the dominant, forceful figure. The aged are represented as senile, rigid in thought and manner, old-fashioned in morality, and limited in skills. 9. School situations are depicted as being decidedly traditional and negative. 10. The mature adaptation to a given setting seems to be the most recurrent theme. 11. The most dominant image of city life in children's literature is that city people come to the city, secure in their particular ethnic traditions, remain there without change for many years, and clearly indicate that it is a nice place to live.

Order No. 77-6723, 420 pages.

A CRITICAL ANALYSIS OF ETHNIC COEXISTENCE AND MINORITY REPRESENTATION IN SELECTED CONTEMPORARY JUNIOR NOVELS

DODSON, Diana Rodgers, Ph.D.
The University of Mississippi, 1977

Director: Dr. Arlene O. Schrade

Purpose of the Study: This study was designed to analyze ethnic coexistence and minority representation reflected in selected contemporary novels recommended for the junior high school student to determine what portrayal of minority cultures is presented to the young reader.

Procedure: Thirty contemporary junior novels were selected from recommended reading lists. Each novel was read and subjected to eight measurements to determine what portrayal of minority cultures is presented to young readers. Instruments were developed to identify: mainstream cultures, races, nationalities, religions, roles of ethnic minorities, minority representational attitudes, ethnic coexistence, and thematic conflicts. A literary evaluation was also made of each novel. Chi Square analyses were applied to each instrument to test the association of relationships among the variables at the level of .05.

Conclusions: 1. The dominant mainstream of the four mainstream cultures found in the selected novels was American-Caucasoid, European-Caucasoid was second, and Canadian-Caucasoid and African-Negroid mainstream cultures were minimally represented. 2. The three major races determined by the research--Caucasoid, Negroid, and Mongoloid--were represented in the novels, and the Caucasoid race dominated. 3. Fourteen nationalities were represented in the novels, and the majority of the characters were American (U.S.A.). 4. Religious affiliation of the characters was not identifiable in the majority of the novels. Of the identifiable religions the Protestant affiliation dominated. 5. The most dominant role performed by ethnic minorities was that of support/incidental character. Ethnic minority characters represented only one-third of the total number of characters. 6. The most dominant approach used to reflect the minority representational attitude was the objective and devoid of moralizing approach. 7. Interaction between members of mainstream and minority cultures took place in half of the novels. 8. The most common thematic conflict in the selected novels was that of a general human problem in which ethnic minority representation was incidental to the story. 9. Of the thirty novels selected for the analysis, only one failed to meet the criteria of literary quality as established by the research. Order No. 77-20,177, 157 pages.

AN ANALYSIS OF THE EFFECTS OF VARYING MODE OF PROSE PRESENTATION ON COMPREHENSION AND AESTHETIC APPRECIATION

DUNITZ, Carol Ann, Ph.D.
Wayne State University, 1976

Major Professor: Raymond Ross

This study was designed to see whether varying the mode of prose presentation would affect comprehension and aesthetic appreciation. It also addressed itself to the effects which interest and complexity levels might have on those variables. In addition, the study attempted to identify relationships which might exist between the dependent variables as well as between those variables and certain demographic information.

For the study, nine passages were selected from contemporary fiction and translations. They were rated for reading

ease and human interest value in accordance with formulas developed by Rudolph Flesch.[1] Passages were scored as either low, average, or high in human interest, and easy, average, or difficult in reading ease. Selections were slotted in a 3 x 3 matrix so that each passage would represent one category. Those categories were: 1) easy to read, low human interest, 2) easy to read, average human interest, 3) easy to read, high human interest, 4) average to read, low human interest, 5) average to read, average human interest, 6) average to read, high human interest, 7) difficult to read, low human interest, 8) difficult to read, average human interest, and 9) difficult to read, high human interest. Each of the 229 subjects who participated in the study were exposed to three passages which had been grouped according to similar interest level.

Tests were developed for comprehension and aesthetic appreciation. Comprehension tests consisted of sixteen multiple choice items and were found reliable by means of the Spearman-Brown half test. The test for aesthetic appreciation was a semantic differential form consisting of a series of bipolar adjective scales borrowed from other experimenters.[2]

The subjects, who were students at a large metropolitan university in the midwest, either heard the passages interpreted orally by means of a live, high caliber reading, or read to themselves. Tests for comprehension and aesthetic appreciation were filled out immediately following exposure to the respective piece.

Data collected were statistically analyzed by means of three way analysis of variance and Pearson Product-Moment Correlation. Results and brief discussion follow. Comprehension was higher for materials administered in the written form and this is probably due to the fact that subjects can refer back, as well as devote more time to points they feel are more important. Aesthetic appreciation is higher for materials administered in oral form and this is most likely due to the creative, thoughtful interpretation of the oral interpreter.

Comprehension decreases as complexity increases because as prose becomes more difficult, it is harder to understand and recall information with which it is concerned. As interest level increases, so does comprehension because subjects pay more attention to the passages. Aesthetic appreciation was not affected by complexity or interest level.

There is some indication that a positive correlation exists between comprehension and aesthetic appreciation, and that a general factor exists for both variables. Furthermore, socio-economic status has a positive relationship with aesthetic appreciation and comprehension indicating that one's upbringing has influence with respect to those variables. High School grade point average negatively correlated with comprehension and aesthetic appreciation which led the experimenter to believe it is not a good indicator of comprehension and aesthetic appreciation.

In all, the study allowed for the rejection of six of nine null hypotheses. The most obvious area in which more research is called for is with respect to aesthetic appreciation and how it is affected by complexity and interest levels. Nonetheless, major questions were answered indicating that aesthetic appreciation is higher with the oral mode and comprehension is greater with the written mode of presentation.

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[1]Rudolph Flesch, The Art of Readable Writing (New York: Harper & Row, 1974). [2]Kenneth O. Fradsen, James R. Rockey, and Marion Kleinall, "Changes in the Factorial Composition of a Semantic Differential as a Function of the Differences in Readers Theatre Productions," Speech Monographs, XXXII (June, 1965), 112-8; Brian K. Hansen and Ernest G. Bormann, "A New Look at the Semantic Differential for Theatre," Speech Monographs, XXXVI (June, 1969), 163-70; Raymond G. Smith, "A Semantic Differential for Theatre Concepts," Speech Monographs, XXVIII (March, 1961), 1-8.

Order No. 77-9389, 166 pages.

BETWEEN PARENT AND CHILD IN COLONIAL NEW ENGLAND: AN ANALYSIS OF THE RELIGIOUS CHILD-ORIENTED LITERATURE AND SELECTED CHILDREN'S WORKS

FRANKEL, Gusti Wiesenfeld, Ph.D.
University of Minnesota, 1976

In recent years, the history of the family and childhood have become topics for innovative research. This interest has been spurred in part by the techniques developed by demographic historians in research on preindustrial villages. The demographic data, however, represent only those aspects of life which can be translated into operational-behavioral terms. There is a need as well for description and interpretation of the values and attitudes which shaped and gave meaning to behavior. For colonial New England there is a body of child-oriented materials consisting of sermons, treatises, Fifth Commandment expositions, guides, addresses, lectures, and children's stories. The general purpose of this dissertation was to systematically examine this literature within the context of the changing colonial culture.

In the first three chapters, assumptions about childhood and attitudes toward children were described in terms of the evolution of New England society from colony to province. It was shown that the Puritan child-rearing ideology--based on classical and humanist assumptions about educated people and their role in society--was codified by sixteenth- and seventeenth-century Nonconformists and brought to America by the Puritan colonists. This orthodox ideology dominated seventeenth-century attitudes toward children.

By the mid-eighteenth century, the New England colonies had undergone significant population growth, economic expansion, and social change. These developments along with the significant influence of rationalist ideology affected writings for and about children. While Congregational ministers continued to view the child as innately corrupt, willful, and incapable of controlling unruly passions, they gradually recognized and approved of the child's need for temporal happiness and worldly success. In the child-oriented sermons and stories of the eighteenth century, children were typically promised tangible rewards for their efforts to achieve early piety--riches, status, and happiness.

The concept of duty defined obligations between parents and children in the colonial period. In the seventeenth century duty was explained in terms of the abstract attributes of love, obedience, honor, and recompense. By the eighteenth century, duty was reduced to concrete behavioral terms and defined by such virtues as respectful carriage to parents, kindness to friends and neighbors, diligence at work and school, clean language, and control of temper.

In the last two chapters, an attempt was made to interpret certain aspects of the colonial child's life within the context of the Puritan world-view. An investigation of the dying children's narratives in the fourth chapter challenged previous historical condemnations of the narratives and proposed that they were functional conversion manuals for children who lived in a world plagued by periods of high childhood mortality. In the fifth chapter, certain psychohistorical studies of children's personality development were criticized for failing to account sufficiently for cultural differences. An aspect of children's personality was then analyzed and interpreted in Puritan terms. It was emphasized that certain practices or attitudes which today might be considered detrimental to children could have been highly functional in a colonial child's world and complementary to other aspects of his belief structure.

Order No. 77-18,986, 280 pages.

AN INVESTIGATION OF AN OBJECTIVE APPROACH AND A RESPONSE-CENTERED APPROACH TO TEACHING RENAISSANCE POETRY IN A SURVEY COURSE

GREEN, Moses, Ph.D.
The Ohio State University, 1977

Adviser: Professor Donald R. Bateman

Achieving objectives within the survey course has always been a problem. Studies as early as 1935 and subsequent studies have demonstrated that one of the major weaknesses of the survey course is that seldom, if ever, are the objectives realized in the survey setting.

Appreciation is usually one of these objectives, yet studies have revealed that this major objective of a survey course is difficult to generate within the survey course. Students do not seem to substantially appreciate poetry as a result of their exposure to it in the survey setting.

Whether a different approach to teaching, other than the traditional objective approach, would aid in generating appreciation became the major problem of this investigation.

In an effort to solve this problem, the investigator reviewed available literature on survey courses, literature on appreciation and response-centered approaches to teaching. He then decided to conduct an experiment in which a controlled group of students was exposed to both an objective approach to two Renaissance poems and a response-centered approach and tested on their attitudes toward both approaches, in hopes of determining attitudinal preferences of students in a survey course, and in hopes of determining if a response-centered approach is more likely to generate appreciation in a survey setting. The data were analyzed and some conclusions drawn.

Certain limitations governed the investigation. First of all, there were limitations growing out of the brevity of the treatment; the design of the investigation indicated that there was no need to teach the same poem to the same group, utilizing two approaches; two different instruments were used to measure attitudes; and both methods were taught by the investigator.

The results of the investigation indicated several significant things. Group 01 and Group 02 were not significantly different in their attitude toward poetry before the treatment, yet Group 01 and Group 02 did show a significant gain in scores on attitudes toward poetry after the treatment; there was a 1.3 gain in attitude from pre to post treatment.

Secondly, there was a significant difference beyond the .001 level between means of the Response-Centered Treatment and the Objective Treatment, such that the Response-Centered Treatment was significantly better as shown by comparison of the mean.

This significant result upheld the major premise upon which the investigation was based--that a response-centered approach to teaching does significantly generate appreciation in the survey setting, as opposed to an objective approach.

Order No. 77-17,094, 166 pages.

A CONTENT ANALYSIS OF CHILDREN'S CONTEMPORARY REALISTIC FICTION ABOUT BLACK PEOPLE IN THE UNITED STATES TO DETERMINE IF AND HOW A SAMPLING OF THESE STORIES PORTRAY SELECTED SALIENT SHARED EXPERIENCES OF BLACK PEOPLE

KIAH, Rosalie Black, Ph.D.
Michigan State University, 1976

The purpose of this study was to determine if and how selected salient shared experiences of Black people are portrayed in contemporary realistic fiction about Black people in the United States for children twelve to fifteen years of age. The investigation was designed to find out if contemporary realistic fiction provides a source where the Black child may see her- or himself as a unique individual in terms of selected salient experiences shared by Black people in the United States and where a non-Black child might gain knowledge about and insight into the implications of selected salient experiences shared by Black people.

The sample of the study consisted of thirty-five stories in twenty-five books. These books were published between 1964 and 1975. They were classified as contemporary realistic fiction with action that took place within the last twenty-five years. The focus was on Black people with the protagonist being Black. These books were award-winning books or written by authors who had received such awards in the past (before 1964) for books about Black people.

Based on the theories and findings gleaned from reports of sociological research, an instrument for use in the content analysis of the designated genre and titles was constructed to answer systematically the research questions generated for this study. Seven authors of children's contemporary realistic fiction about Black people examined the instrument. Their responses served to give greater credence to it for use in the content analysis.

Reliability of the instrument was established by having four raters read the same story and independently carry out the content analysis on the story according to the instruction shown on the instrument. Two statistical procedures were used: The Holsti formula was used to determine reliability of the raters in checking items present or not present according to the salient shared experiences that were found in the story. The "t" test was used to assess the reliability of the instrument through the use of three "directional" categories: favorable, unfavorable, or neutral. A "t" of -4.9 was obtained at the .01 level.

The research questions for this study were: 1. Can information about selected salient shared experiences of Black people be abstracted from sociological research reports and be utilized in the construction of a valid instrument for use in content analysis of contemporary realistic fiction about Black people in the United States? 2. In the contemporary realistic fiction written about Black people in the United States, do a majority of the stories used in this study portray the salient shared experiences of Black people or do they portray experiences that are universal to all people? Sub-Question (a): (1) In contemporary realistic fiction written about Black people in the United States, do a majority of the stories used in this study portray the organization and relationship of members of the family in a way that is unique to and characteristic of the salient shared experiences of Black people? (2) Is there a difference in how the protagonist regards (favorably, unfavorably, etc.) living in a home with (1) a single parent, (2) two parents, or (3) other heads of households (i.e., aunts and uncles, foster parents). Sub-Question (b): In the contemporary realistic fiction written about Black people in the United States, do a majority of the stories used in this study portray the organization, relationship and activities of the social world of Black people in a manner that is unique to and characteristic of the salient shared experiences of Black people? Sub-Question (c): In contemporary realistic fiction written about Black people in the United States, do a majority of the stories used in this study portray the nature of work and the role that the world of work plays in the lives of Black people in a manner that is unique to and characteristic of the selected salient shared experiences of Black people?

Major Findings of the Study: 1. Based on the data collected and analyzed for use in this study, it is possible to use information gleaned from sociological reports to design an instrument for use in content analysis of children's contemporary realistic fiction about Black people in the United States. 2. More stories were shown to reflect experiences that are shared by all people than were found portraying salient shared experiences of Black people. 3. There were found twenty-eight stories out of thirty-five stories in this study that dealt with one of the compositional structures of the family as delineated in the instrument. There was not found a majority that portrayed the relationship and organization of the family as delineated in the instrument designed for this study. 4. Stories that portrayed the organization, relationship and activities of the social world of Black people were limited to those that dealt with teenage gangs and organized behavior, which is not reflective of the Black community in general. Therefore, these stories did not portray this aspect of the selected salient shared experiences of Black people. 5. The stories that portrayed the world of work and the role work plays in the lives of Black people came closest to approximating this aspect of the salient shared experiences of Black people.

Implications: 1. The findings and conclusions of this study indicate that writers are, for the most part, serving as "reporters" on the aspects of the salient shared experiences of Black people as they "see" them. 2. The data revealed that many of the stories had total focus on the familial aspects of the salient shared experiences of Black people. 3. The findings showed that many of the authors, both Black and White, are introducing social problems in their stories as a means of highlighting the salient shared experiences of Black people,

but they are not developing the stories to the extent that the child will be able to gain from the experience.

Recommendations: 1. Many more books could be used in the sample to conduct a larger study on the authenticity of the portrayal of the various aspects of salient shared experiences of Black people in the United States by non-Black writers. 2. This study should be of value to pre- and in-service teachers when selecting books which might present positive role models for the Black teenagers who would read these books.

Order No. 77-11,662, 274 pages.

TEACHING RECOGNITION, INTERPRETATION, AND UNDERSTANDING OF PARADOX IN POETRY AND PROSE

SERGIO, Louis Anthony, Ph.D.
Claremont Graduate School, 1977

This study serves two major purposes. First, as a companion study to Halsey P. Taylor's Teaching Recognition, Interpretation and Understanding of Verbal Irony in Prose (Claremont Graduate School, 1964), it adds a dimension to the definition of irony by examining the nature of paradox which is closely related to irony. Second, as a compendium or sourcebook for teachers and students of literature, it fulfills a need identified by at least one study (conducted at the University of Indiana by Harold Bishop, 1970), which indicated serious deficiencies in the literary knowledge and skills required of prospective English teachers.

Divided into four parts, this study investigates the nature of paradox and derives from that investigation a fund of information that will help students of literature recognize paradox when they encounter it in their reading and interpret it appropriately in its literary contexts. Part one examines the meanings of the word, including a historical survey of the elaboration of those meanings and an analysis of the characteristics of the various forms of paradox. Part two surveys the evolution of paradox as a literary technique from its ancient Greek origins to its current position of high esteem in literary criticism. It emphasizes the elaboration of applications made by literary artists in their employment of the technique and its increasing importance as a factor to be evaluated in the judgment of literature. Part three explores methods teachers of the language arts may employ to help students recognize paradox and interpret it appropriately in their reading. Included are suggestions for creating an environment for the acceptance of the paradoxical attitude and suggestions for relating paradox to students' para-classroom experiences. Part four offers suggestions for teaching paradox in specific works in the secondary classroom, including teaching paradox in Wilde's Importance of Being Earnest, Orwell's "Shooting an Elephant," and Shakespeare's Macbeth.

This study concludes that teaching paradox is an appropriate, legitimate and important educational enterprise. It is an area largely ignored, heretofore; yet, the increasing attention given to paradox during the past few decades implies a need for its consideration in the educational curriculum. Teachers and students of the language arts would do well to acquaint themselves with the application of this important and unique dimension to their areas of concentration.

Order No. 77-16,932, 127 pages.

THE RELATIONSHIP BETWEEN ATTITUDE OF THE READER TOWARDS WOMEN'S CHANGING ROLE AND RESPONSE TO LITERATURE WHICH ILLUMINATES WOMEN'S ROLE

SHEDD, Patricia Thompson, Ph.D.
Syracuse University, 1976

Purpose

To examine the relationship between the reader and literature; specifically, how does the attitude of the reader towards women's changing role affect response to short stories which illuminate women's role?

Procedure

So that basic reading ability would not be a factor, students would be required to have scored in the upper quartile of a standardized reading test and to have an I.Q. of 120 or higher. Following a pilot study, a semantic differential designed to evaluate attitude towards women's changing role was administered to fifty seniors who scored in the upper quartile of a Nelson-Denny Reading Test. The participants, who measured I.Q.s were 120 or higher, comprised three males and three females who favored women's changing role; and three males and three females who did not. Case study technique was used, and data were collected from the interviews, tests, and questionnaires of students, teachers and counselors. Individually and privately, students read four short stories, two termed "sensitive" because they illuminate women's changing role, and two termed "neutral" because they have no bearing on that topic. Next each completed three measures, the first, free response, and three directed: (1) five minutes of oral, tape-recorded, free response; (2) twenty multiple-choice questions to test readers' "plain sense" of the story; (3) a group of statements to evaluate affective response; (4) Purves' Response Preference Measure.

Results

The taped, oral free responses were transcribed and categorized according to Squire's (1956) classifications. The results indicated that (1) for all twelve readers the two types of stories elicited significantly (at .05 and .01) different proportions of response in five out of seven categories; (2) readers who favored women's changing role made a significantly larger mean proportion of affective (associational, self-involvement, and prescriptive judgment) responses, to "sensitive" stories than their non-favoring peers; (3) in neither affective nor cognitive classes of free response to "neutral" stories were there significant differences between readers with different attitudes. In directed response, only the affective reactions suggested an association between attitude and response. These students preferred interpretation as their response mode.

Information from case studies combined with analysis of individuals' protocols showed four tendencies: (1) The Reader as Selector: readers reveal characteristic approaches to interpretations which depend on interests and values. (2) The Unhappy Childhood Syndrome: readers blame a character's plight on a lack of parental love. (3) The Bias that Blinds: readers have a difficult time allowing for conflicting qualities within a character. (4) Happiness Binding: readers tend to interpret events so that the story will end "happily."

Conclusions

1. An attitude of intelligent, skilled readers is associated with response: first, readers whose attitude seems to coincide with an author's tend to make a larger proportion of affective responses than do readers whose attitude is different from the author's; second, readers whose attitude differs from an author's tend to make a larger proportion of interpretational, or cognitive, responses. 2. In directed response, there is only a slight association between an attitude of the reader and response. 3. The attitude of able readers does not appear to be a factor in comprehension. 4. Interpretation is the preferred mode of response of these skilled readers. 5. Free response provides a more effective means for discriminating among intelligent, skilled readers than directed response. 6. Case studies shed further light on free response. 7. While some of Squire's categories proved to be satisfactory for classifying readers' free response, others did not provide sufficiently fine discriminations. 8. Combining quantitative data with qualitative analysis offers advantages that each method, by itself, lacks.

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THE RECREATIONAL READING BOOK CHOICES OF GIFTED CHILDREN IN GRADES FOUR, FIVE, AND SIX IN DADE COUNTY, FLORIDA PUBLIC SCHOOLS

STEVENS, Mary Elizabeth, Ed.D.
University of Miami, 1977

Supervisor: Dr. Arnold B. Cheyney

Purpose

The purpose of this investigation was to survey the current recreational reading book choices of gifted pupils in grades four, five, and six in Dade County Public Schools.

Procedures

This study was conducted in the eight centers for the academically gifted elementary students in Dade County, Florida. Out of an enrollment of approximately 770 students, there were 420 participants and 1,437 responses. For six weeks the participants recorded their book choices.

1. The most popular books were not necessarily the ones with the highest interest rating. The interest rating given to the Newbery Award books was the highest; the rating of the classics was the lowest. 2. Wide variations in reading interests were revealed between individuals, sexes, and grades. Few books were chosen in common by the grades and sexes. Boys averaged 3.13 books; girls 3.74; boys and girls, 3.43. Reading increased with the advance in grades except for sixth-grade boys. Reading peaked in the fifth grade for boys and in the sixth grade for girls. Sixth-grade girls read the most books, 4.22; fourth-grade boys read the least, 2.87. The range was from one to 22. Girls read a greater number of titles, but boys read over twice as many non-fiction books. Far more fiction was read than non-fiction. 3. Book choices reflected interest in subjects popular in past research, but contemporary subjects were selected more frequently and were rated higher in interest. Extensive selection of adult fiction was reported. Mystery was the most popular category for all, followed by animals, adventure, humor, and fantasy. 4. A high correspondence exists between the books selected by boys and girls and those chosen for children by adults. 5. Boys and girls purchased 31.46% of their favorite books; 21% were obtained from the school library, their next-greatest source of supply. Boys purchased almost twice as many (39%) of their favorite books as they obtained from any other source. Girls also purchased most of their favorite books (24%), but not in nearly as great a proportion. Girls obtained their second-greatest supply of popular books (22.6%) from the public library, which was the least-used source for boys. As girls advanced in grades, their use of the school and public libraries increased; boys decreased. Although students purchased most of their books, books from the school library had the highest interest rating.

Implications

An accessible school library supplied with an abundant, well-rounded, up-to-date collection of both fiction and non-fiction books that are stimulating, challenging, and appealing to the varied tastes of gifted children is of utmost importance. A librarian well-versed in children's literature is desirable to guide the reading of gifted children. Educators must be aware of the wide variations in reading interests between the grades and sexes and the need for analysis of the strong reading interests of intermediate age boys so that an abundance of the books which they have indicated they would read is available. Acting on the reading interests of gifted children will help librarians anticipate more accurately the appeal of certain books, save money by reducing acquisitions of unwanted books, and provide publishers with information that could be reflected in their publications lists.

Recommendations

1. Categories of literature are difficult to define because a book consists of many elements. However, some attempt should be made to delimit the interest categories (such as humor, fantasy, adventure) which are now very indistinct terms. 2. In view of the greatly accelerated legislative support for the education of gifted students and the change in reading interests which occur with time and setting, a survey should be conducted periodically. 3. A similar study should be conducted which would include all school-age children.

Order No. 77-21,907, 222 pages.

THE DEPICTION OF CURIOSITY AND EXPLORATORY BEHAVIOR IN CONTEMPORARY PICTURE STORY BOOKS FOR YOUNG CHILDREN

TANNENBAUM, Lona, Ed.D.
Columbia University Teachers College, 1977

Sponsor: Professor Patrick C. Lee

Curiosity is assumed by most students of child development to be a component of all young children's motivation for learning. In fact, however, curiosity and exploratory behavior are to a great extent culturally and socially determined and children show individual and group differences in curosity behavior. One of the determinants of this behavior may well be the image of curiosity and exploratory behavior conveyed by picture books to which most young children are exposed.

The contents of a sample of best-selling recommended picture story books were analyzed according to accepted methods of content analysis. Issues related to curiosity, to literature, and to socialization and learning were delineated and grouped in primary and secondary categories. Primary issues pertained to the incidence of curiosity, characters that exhibited exploratory behavior, the relation of curiosity to plot, satisfaction of curiosity, and the consequences of being curious. Secondary categories were concerned with exploratory behavior, curiosity-inducing stimuli, responses from other characters and the nature of these responses and of the settings in which curiosity was manifested.

The analysis showed that a large majority of the sample had one or more episodes of curiosity. The stories fit into one of three categories: Those that were about explicit curiosity, those that were implicitly about curiosity, and those that included curiosity that was incidental to other themes. Curiosity was more often an integral part of the plot in stories about explicit and implicit curiosity than in stories with other themes. Male animals were the main characters in most of the explicit stories; white male human children appeared most often as main characters in the other stories. In each group of stories, the main character's curiosity was usually satisfied and in all but the explicit stories, positive or neutral consequences were most frequently experienced. The exceptional group of characters experienced negative outcomes in half their curiosity episodes.

Exploratory behavior conformed to species characteristics but there were gender differences in behavior. Main characters in each group of stories responded most frequently to problematical situations and all but the characters labeled as "curious" most frequently secured curiosity-satisfying information from secondary characters. The "curious" characters satisfied their curiosity through their own efforts. Both the responding characters and the settings in which curiosity was exhibited usually facilitated the curious character's explorations.

The image of curiosity and exploratory behavior disclosed by this content analysis was generally benign but there were some features that could negatively influence children's expression of their own curiosity. Authors of picture books frequently utilized curiosity as a literary device and less frequently as a part of the plot but did little to actively promote it through the content of the stories. The authors of stories about characters labeled as "curious" tended to present curiosity in a negative way much of the time. Physically active exploration was depicted as a prerogative of white male children and stimuli for curiosity behavior came mostly from problem situations rather than from novelty, incongruity, or complexity in the environment.

Appendices list stories according to their overall positive, negative, or neutral image and according to their classification as explicitly or implicitly about curiosity or as including incidental curiosity. Ways for teachers to utilize the curiosity content of these picture books to positively encourage curiosity in young children were suggested. A plan for future research to determine the actual effects of exposing children to varying images of curiosity in picture books was proposed. In addition, the categories devised for the content analysis were suggested as being suitable for studying curiosity and exploratory behavior in young children in their natural environments.

Order No. 77-14,760, 169 pages.

RESEARCH LITERARY RESPONSE AND TEACHING: AN INQUIRY INTO MODES OF THOUGHT

VERBLE, Margaret Haden Shaver, Ed.D.
University of Kentucky, 1976

Director: Dr. David E. Denton

Research in the teaching of English has, for a long time, been a source of considerable concern among English educators. The appropriateness of scientific research, the predominant research in the field has been a particular subject of debate. The purpose of this study is to present a philosophical critique of the prominant methodologies of research in one area of English education, the research of literature

study, and to, additionally, present a philosophical critique of two major aspects of literature study, literary response and teaching, for the purpose of making judgments about the appropriateness of the research.

This study builds an investigative tool from the categories of though explicated by John Dewey in How We Think and Lucien Lévy-Bruhl in How Natives Think. The tool consists of the categories of reflective and mystical thinking, and these categories are applied to the research of literature study, to literary response, to the research of teaching and to teaching, and the mode of thought characteristic of each is established in twin. It is concluded that literary response and teaching are primarily characterized by mystical thought and that most of the research into both is reflective.

Reflective thought and mystical thought are established as co-existent, although not peacefully so. The difference in, and tensions between, the two are used to make judgments about the desirability of using highly reflective research (scientific research) to inquire into the areas of literary response and teaching.

The inquiry into the modes of thought characteristic of research, literary response and teaching not only provided grounds for the rejection of most current research into response and teaching, but also provided a basis for suggestions concerning more appropriate kinds of research. Several specific kinds of research, all of which are more or less consistent with mystical thinking, were suggested as appropriate methods of inquiry into response and teaching. The criteria for such research were established as: metaphoric language, seeing, understanding, expansion and confirmation.

Additionally, the inquiry into modes of thought provided a philosophic basis for judgments about the teaching of literature and about the nature of teacher education programs. Methods of instruction and evaluation that are consistent with the mystical nature of literary response and teaching were suggested as replacements for methods of instruction and evaluation that are primarily reflective in nature. At the center of the recommendations for instruction was the fact that mystical thinking is lived and felt as opposed to abstracted and intellectualized, and at the center of the recommendations for evaluation was the fact that mystical thinking may be confirmed but not verified. Order No. 77-5709, 221 pages.

THE DEVELOPMENT AND APPLICATION OF AN INSTRUMENT FOR THE SUBSTANTIVE ANALYSIS OF LITERATURE TEACHING IN THE SECONDARY SCHOOL

WALL, Ernest Russell, Ph.D.
University of Toronto (Canada), 1974

The study arises as a result of the considerable controversy that exists among authorities in English education as to the nature and purposes of teaching literature in the secondary school. It has three purposes: 1. to develop an Instrument for the Topical Analysis of the Content of Literature Discussions (the TACL Instrument) for identifying and classifying topics which ensue during a discussion of a literary work, 2. to use the TACL Instrument to analyze and to compare transcriptions of four classroom discussions of John Steinbeck's short story "Flight", and 3. to examine insights into the relationships between instruction in literature and instruction in other substantive areas and into several different approaches to the study of literature that are promulgated by various authorities in literary criticism and English education.

Particular attention is paid to assure that the TACL Instrument includes categories which incorporate a variety of views held by different authorities of literary criticism and English education about the nature and purposes of instruction in literature in the secondary school. The TACL Instrument is composed of four major categories: Position, Nature, Stance, and Subject. The Position category, including Extrinsic and Intrinsic subcategories, indicates whether or not a statement makes specific reference to the short story "Flight." The Nature category, including Procedural, Extraneous, Paraphrasable, and Interpretive subcategories, determines the type of statement made in order to differentiate Interpretive statements with which the study is primarily concerned. The Stance category, including Selection, Author, Artist, and Real subcategories, determines the perspective from which a statement is made by distinguishing among distinct "worlds" that can be identified in literature study. They are the fictional "world" of "Flight", the fictional "world" of Steinbeck's written corpus, the imaginative "world" of art, and the "world" of reality. The Subject category, including Literary, Normative, Psychological, Sociocultural, Historical, Biographical, and Philosophical subcategories, indicates the relationships that exist between instruction in literature and instruction in other matters in the course of literature study at the secondary school level. These relationships are identified as disciplinary overlap between the study of literature and the study of other matters.

Because of the prototypal nature of the TACL Instrument the first finding of this study is that the TACL Instrument is operational with sufficient reliability to be useful in future investigations. An overall reliability score of .85 is reported. It is also reported that the TACL Instrument indicates the kinds of disciplinary overlap an individual teacher establishes between instruction in literature and instruction in certain facets of psychology, sociology, history, ethics, philosophy, and the like. The TACL Instrument also indicates the extent to which an individual teacher supports one or another approach to literature instruction. These approaches are identified as those that emphasize formalistic literary matters, that emphasize the content of the literary text, or that emphasize the respondent to the text and its content. Finally, it is reported that the TACL Instrument provides insights into and substantial empirical data for further investigation of such topics as the validity of a teacher's interpretation of a literary work, the functions of literary paraphrases, the relationship between different emphases in literature instruction within and among different schools, the substantive quality of statements in different subject areas arising from a discussion of a literary work, the concept of fictionality, the comparative and cumulative aspects of the study of literature, and the centrality of the literary work in response-centered approaches to literature study.

The study presents several important implications for teachers of English. It provides significant information for a more systematic delineation of the field of literary study, for the development of instructional programs in literature, and for the training of secondary school English teachers.

THE PORTRAYAL OF THE FEMALE CHARACTER IN THE NEWBERY AWARD BOOKS

WELLER, Anna Elizabeth, Ph.D.
Indiana University, 1977

The development of the role of women in modern society is under scrutiny by educators as well as by groups interested in the issue of feminism. It seems important that those who are interested in content characteristics of books for children should begin to analyze the image of women presented in children's literature.

This dissertation is an investigation of the female characters in seventeen Newbery Award Books classified as fiction which have female characters -- human, animal or inanimate -- as central characters. Content analysis is the method used in collecting data. An instrument containing eleven questions serves as a basis for analyzing the characteristics of the central female characters. A Likert-type scale was designed to indicate the frequency of the characteristics specified. The hypotheses were: 1. Some books portray positive female characteristics in specifically female roles. 2. Some books portray positive female characteristics in other than traditional female roles. 3. The more recently published books contain fewer sexual stereotypes than earlier books. Nine books supported hypothesis number one. Seven books supported hypothesis number two. The remaining book has as a central character a doll which appeared as a positive female character in which the female role was not an issue. Hypothesis number three was not supported by the findings since the stereotypes identified were distributed over the entire period studied.

Recommendations for further study are as follows: 1. An in-depth study of central male characters of the Newbery Award Books using an instrument similar to the Hannert/Weller checklist. 2. A comparison of the presentation of male and female characters in Newbery Award Books. 3. A study of the central female character using the instrument developed by the investigator in analyzing any other group of books, i. e. 1) William Allen White Award Books, 2) books published within any given period of time, 3) books of any particular publisher. 4. A study of the effect of children's award books on children's ideas about

the male and female sex role. 5. A study of the portrayal of females in other children's media including children's television programs and children's films. 6. A study of the males and females in the Caldecott Award Books and then a comparison with the roles in the Newbery Award Books.

Order No. 77-22,607, 183 pages.

A COMPARISON OF VALUES FOUND IN PRESCHOOL AND PRIMARY-AGED CHILDREN'S BOOKS AND VALUES HELD BY ADULTS

WOOD, Terry Lee, Ph.D.
Michigan State University, 1976

The purposes of this study were to identify the value system (hierarchical arrangement of values) expressed in the content of children's picture books; to compare this value system with the value system held by adults; and to evaluate the shifts that occurred within the value system found in a random sample of picture books published during 1960, 1964, and 1968.

The need for this study was established from existing research in which the investigators assumed that values expressed in children's literature reflected values held by society. In addition, any shift in the frequency with which a value was expressed in the content of children's literature was interpreted by the investigators to reflect a shift in the degree to which the value was emphasized by society.

The Rokeach Value Survey was used to measure the values held by a representative sample of adult Americans. The survey contains eighteen terminal values representing end states of existence, and eighteen instrumental values representing modes of behavior. Nine raters used a modified form of this instrument, which consisted of only the instrumental values, to evaluate the values expressed in the content of a sample of picture books. Three major reference sources, used by librarians and teachers, were the sources for the selection of the sample of forty-five picture books, fifteen from each time period 1960, 1964, and 1968. Each rater read fifteen books, five from each of the three time periods, and recorded whether an instrumental value was explicitly or implicitly expressed in the content of the picture books.

The Spearman rho correlation was used to examine the relationship between the rank order of instrumental values found expressed in the content of picture books and the rank order of the instrumental values held by adults. A 3 x 3 analysis of variance with a nested variable was used to analyze shifts in the frequency of value expression from 1960 to 1968.

The result of the analysis of the content of the picture books, for the frequency of value expression, indicated that the instrumental values--loving, imaginative, independent, cheerful, capable, and ambitious--were ranked highest. The lowest ranked instrumental values were: broadminded, honest intellectual, logical, forgiving, and clean. The correlation between the instrumental value system found in picture books and the instrumental value system of adults indicated that the two value systems were not related. In addition, the results from the analyses of variance indicated that the majority of the instrumental values found in the picture books remained stable from 1960 to 1968. The two instrumental values for which the analyses indicated significant differences were loving and broadminded. These two values were stable from 1960 to 1964, but decreased in frequency from 1964 to 1968.

Previous research has proceeded on the general assumptions that values expressed in the content of children's literature are representative of the values held by society, and that changes in frequency of value expression reflect changes in the degree to which these values are emphasized by society. The major conclusions of this research indicated that the general assumptions were not upheld by the results of this study. The results, however, do not indicate that a relationship to a specific value system is nonexistent, but rather that further investigation into the source of this value system is necessary.

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